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ABSTRACT

The use of undergraduate-level internships at Unity College in Maine is described. This small college emphasizes natural resource management and outdoor education. The college's Cooperative Education and Internship Program allows students to take up to 14 credit hours of internships. Freshman-level internships are of an exploratory nature designed for observation and basic participation in some type of professional activity. Several beginning students in the outdoor recreation degree program have completed two credit internships at the freshman level working in a group home for mentally retarded adults or in an emergency shelter for runaway youth. Internship experiences give students concrete experiences that they can relate to the classroom. Sophomore- and junior-level internships are designed for students to gain job skills, while a senior-level internship is designed to be a paraprofessional experience. To participate in an internship program, students go to their department or to the internship program coordinator. After finding a program of interest, students choose a faculty sponsor who will help in the design of the internship. Students are responsible for contacting the agency and setting goals. A student's proposal for an internship in marine education is appended, along with a list of benefits of internship experiences. (SW)

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INTERNSHIPS
EXPERIENCED BASED EDUCATION AND THE LIBERAL ARTS CURRICULUM

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HE017972

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A number of influences have been at work in recent years forcing institutions of higher education to re-examine many of their long-held views about the nature and form of undergraduate and graduate education: influences such as new types of students, new ideas in the sciences, humanities, and social sciences which cannot be taught within the confines of the usual college curriculum, and new careers which require special competencies that few institutions can provide.

One of the major areas of adjustments is the re-evaluation of traditional ideas of what learning is and where it can best take place. Included is the problem of blending older curriculums with the newer methodologies. One of the approaches to addressing these problems has been the development of experiential types of education and curriculum. The idea is not new; experiential education began in the United States in the form of apprenticeships. This area of learning was limited previously to the trades, however as our educational system progressed more and more opportunities began to develop and internships and practicums started becoming part of some professional schools. These experience-based approaches to learning have been with us in varying forms for many years, however they have not been a dominant force in higher education until the early seventies.

The following is a description of how Unity College in Maine, a small undergraduate school that emphasizes natural resource management and Outdoor Education and prides itself on "education in, for and about the outdoors" has come to meet the challenges of providing quality undergraduate education through the use of internships.

Internships have been an integral part of the educational process at the college since 1981 when grant money from the Department of Education helped formulate and establish a Cooperative Education and Internship

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Program at the college. Prior to this several degree programs had utilized internships, however the grant formalized the program and made it available to the total college curriculum.

The philosophy of the Internship Program is to bridge the gap between formal learning and active utilization of what is learned. It also seeks to provide students opportunities to acquire and apply problem-solving techniques in field experiences. Students are allowed to take up to 15 credit hours of Internships. The unique situation is that students may begin this process in their freshman year if they choose, and do not have to wait until their Junior or Senior year to find out what it is like to work in a specific discipline.

Freshman level internships are of an exploratory nature designed for observation and basic participation in some type of professional activity. For example, several beginning students in the Outdoor Recreation degree program have completed two credit internships at the freshman level working in a group home for mentally retarded adults or in an emergency shelter for runaway youth. The students observed how outdoor recreation fit into those programs, how professionals worked with special populations, and how the clients responded to outdoor recreation activities. Through this experience they got a better idea of what career avenue they might want to pursue and how important additional education and experience is to achieving their goals.

Perhaps one of the most important and rewarding aspects of introducing internships into the college curriculum at the freshman level is that it gives students concrete/real experiences which they can relate to back in the classroom. It helps them to see the importance of the theoretical knowledge and makes more sense out of the abstract.

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Sophomore and Junior level internships are designed for students to gain job skills. It is also a give and take situation: students have by this time developed more experience and skills which they can offer, yet they are also learning new skills and techniques from the participating organization. A student in the wildlife department participated in a Maine bear tracking project, tagged, sexed and weighed black bears in the northern part of the state. He brought with him his academic skills and training which was useful to the Maine Fish and Wildlife Department and at the same time gained actual field experience and techniques.

A Senior level internship is designed to be a paraprofessional experience. Students are not only expected to work with an organization, but also to make a significant contribution to that organization in terms of developing a new program or working in a previously untapped area. One Outdoor Recreation student designed and administered a comprehensive Counselor-in-Training program for an adventure camp in Pennsylvania: something that had not been previously done at the camp.

Procedure

The procedure that a student must go through to design and receive approval for an internship is the same at each level. The student either goes to his/her major department to see what internship possibilities are available or goes to see the Coordinator of the Internship Program to seek information. Once the student finds several agencies or programs that are of interest he/she chooses a faculty member who will act as a sponsor and help in the design of the internship.

The student is responsible for making contact with the organization and setting goals and objectives to be accomplished. Together with the faculty sponsor they decide on the methods of evaluating the internship which again depend on the level and number of credits applied for and the

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interests of the student. Usually students keep a daily journal of their experiences, complete a self-evaluation of their performance based on their personal goals, obtain an evaluation from their worksite supervisor and complete a final project which demonstrates their acquired knowledge and can be used in future job situations. Projects have ranged from a file box of initiative games modified for mentally retarded adults to a comprehensive resource file on how to run a tripping program at a summer camp. Tables 1 and 2 illustrate a completed internship proposal done by a student at Unity.

Benefits

The benefits students derive from internships are many and varied:

1. Internships help develop an intensity of involvement for the learner.
2. Internships provide opportunities for critical analysis and reflection, helping to link theory with practice.
3. Internships provide opportunities to transfer what is learned from experience to broader considerations.
4. Internships provide a perfect setting for learner-centered responsibility that is more difficult to achieve through the use of traditional methods.
5. Internships help promote satisfactory learning which is an active process that requires work and effort.
6. Internships help strengthen an individual's capacity to detect and define real-life problems and to propose and evaluate alternative future solutions.
7. Internships develop general as well as professional competence.
8. Internships help promote innovative learning advancing our thinking by reconstructing wholes, not by fragmenting our education.

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Conclusion

We at Unity College feel that Internships are an essential part of the educational process and that colleges and universities should be supporting programs that integrate schooling and work more closely in order to combine the theoretical training with the practice of living.

> "The fact that inadequate contemporary learning contributes to the deteriorating human condition and a widening of the human gap cannot be ignored. Learning processes are lagging appallingly behind and are leaving both individuals and societies unprepared to meet the challenges proposed by global issues. Human potential is being artificially constrained and vastly underutilized so much so that for all practical purposes there appears to be virtually no limits to learning."
>
> No Limits to Learning - Bridging the Gap
>
> A report to the Club of Rome, Pergamon Press, 1980

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TABLE 1

INTERNSHIP IN MARINE EDUCATION
OR 2992

Heidi Ludewig
8 Mayo Drive
Park Ridge, NJ 07656

PROJECT PROPOSAL:

To provide leadership to the Vaughn Island's 1983 4th Marine Awareness Program under the supervision of Johanna Ludewig, island project leader. The program is located at RR #1, Box 324A, West Buxton, ME 04093. A variety of outdoor educational activities, involving youth ages 9-14 will occur in six 3-4 day sessions. The purpose of the project is to instruct the youth in no-trace camping and cooperative living, and help them gain a better understanding of Maine's marine resources and coastal heritage.

SPONSOR: Ed Raiola

SUPERVISOR: Johanna Ludewig

NUMBER OF CREDITS APPLIED FOR: 2

NUMBER OF WORK HOURS AND LEVEL: 2000

SCHEDULE:

From June 20 to August 12, 1983, I will develop and conduct an environmental education program for youth, utilizing existing educational resources as well as the special skills and knowledge possessed by the personnel; train volunteer teen leaders in basic child development and outdoor teaching skills; and provide supervision, coordinate logistic support (food, supplies, transportation). Prior to June 20 I will participate in a week long orientation program to familiarize myself with the project.

INSTITUTIONAL GOALS:

1. Develop leadership skills and ability to relate to youth.
2. Coordinate logistical support.
3. Conduct educational activities directed at developing the youth's awareness and understanding of marine ecology and resources.
4. Evaluate the effectiveness of the program with recommendations for future programs.

PERSONAL GOALS:

1. To develop leadership potential and abilities as well as a rapport with young adults.
2. To develop program planning and implementation skills.
3. To develop skills in marine education and outdoor teaching.
4. To learn more about marine ecology and environmental problems and resources through the instruction of others.

TABLE 2

PREPARATION:

WF 2133 Game Birds and Mammals
WF 2432 Wildlife Management Techniques
BI 2063 General Zoology
BI 1033 Elements of Ecology
BI 3464 Population Ecology
BI 1044 Dendrology
OR 2003 Survival Education and Advanced First Aid
GL 1014 Geology of Environmental Problems

EVALUATION:

1. A daily log.

2. A two to three page type-writter report evaluating achievement of personal goals to be submitted to my faculty sponsor by October 1 ,1983.

3. Submission of a written evaluation by the project supervisor at the completion of the internship.

4. Submission of a final report evaluating the success of the program. I will design and administer a pre- and post-evaluation tool which will measure the students' general knowledge and understanding of the natural history and marine biology of the area and the techniques of minimum impact camping. This data will be presented to the faculty sponsor at the completion of the internship (by October 1 ,1983).

SIGNATURES:

Student	Heidi Ludwig	Date 6/20/83
Sponsor	Ed Ricketts	MAY 27, 1983
Supervisor	Johanna Ludwig	6/20/83
Advisor	Ronald E. Barry Jr.	
Center Chairman	D M Purdy	6/2/83
Registrar	Holly A Ramsay	5/26/83
INTERNSHIP COMMITTEE:		
Chairman	[signature]	5/17/83
Members		
	Patricia E VanSciver	5-11-83
	Dorothy J Tompkins	5/-/83
	D Sugelman	5/24/83

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